Literacy Theory of Action

Align policies, funding, and resources

Develop state regional, local, literacy leaders Embed and sustain quality professional learning through coaching

Develop teachers' instructional skills Implement quality practices in every classroom every day Every child develops strong early literacy knowledge, skills and dispositions

Legislative language MDE policy GELN Essentials State-level projects ISD coaches instituteISD coaches network District coaches PL Principal institute

Learning for ISD and district literacy coaches Coaching modules and videos Teaching modules and videos Coaching supports

Deliverables

Data for using assessment to meet students' needs Statewide coaches NetworkPrincipals network

Teacher support through deeper coaches' skills Curated resources Assessment system recommendations

Future Action

Literacy Essentials + Coaching Essentials + Organizational Essentials

Through a grant from Michigan Department of Education, the Early Literacy Task Force and its partners created foundational documents to support teachers, literacy coaches, and school administrators in building systems to support high-quality literacy instruction. The four documents are described below.



Essential Instructional Practices in Early Literacy Prekindergarten Essential Instructional Practices in Early Literacy Grades K-3

Research-supported instructional practices that can have a positive impact on literacy development. The use of these practices in every classroom, every day could make a measurable positive difference in the State's literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a minimum "standard of care" for Michigan's children.



School-wide and Center-Level Essentials

Systematic and effective practices that can be implemented at the organizational level. To meet the needs of all young learners, organizational practices must support literacy development in ways that systematically impact learning.



Essential Coaching Practices

Research-supported literacy coaching practices that support powerful job-embedded, ongoing professional learning that enhances classroom literacy instruction through improving teacher expertise.

> Policy Makers



Professional K-12 Schools Higher Department of Education

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